**NZQA**

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EXPIRED

Achievement standard: 90971 Version 3

Standard title: Take action to enhance an aspect of personal well-being

Level: 1

Credits: 3

Resource title: When the going gets tough, the tough take care of themselves

Resource reference: Health VP-1.1 v2

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90971-02-7249 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to take action to enhance an aspect of your personal well-being so you will be better prepared to work as an ambulance officer. You will implement and evaluate a specific, measurable, achievable, realistic and time framed (SMART) health-related action plan.

You are going to be assessed on how comprehensively you take action to enhance an aspect of your personal well-being. You are required to describe a SMART personal health-related goal, and develop a coherent and well-connected action plan, implement the plan, and show critical insight in your evaluation.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You are preparing for a role in the social and community services sector. Work is an important and rewarding part of life. Not only does work enable you to pay your day to day bills, it gives you more choices in life: where to live, what to buy, how to enjoy yourself. However, all types of work can present challenges to your personal well-being. Working as an ambulance officer with rotating shifts and/or work can be physically, mentally and emotionally demanding. When the going gets too tough and ‘the tough’ just keep going, without taking care of themselves, they burn out.

You may choose to base your plan and implementation around another role in the community services sector. Consult with your assessor/educator and agree on this before beginning the task.

## Part 1: Plan

### Identify challenges to your well-being

First consider the aspects of your well-being that can be enhanced to enable you to be more employable and successful in your future career.

Consider the possible challenges of working as an ambulance officer. Read the examples of challenges provided in Resource A.

Brainstorm how these challenges could affect your personal well-being.

### Choose a goal

Using information from your brainstorm, choose a health-related goal to help you enhance your personal well-being, so you are better prepared for working as an ambulance officer. Health-related areas about which you might develop a goal include:

* improving your physical fitness, for example through healthy eating patterns, regular exercise, requirements for sleep and rest
* increasing your use of effective interpersonal communication skills so that when working you will be able to confidently and assertively communicate with workmates and management
* developing strategies to cope with stress
* improving your relationships with others.

### Describe a SMART goal and develop an action plan that will enable you to achieve your goal

In your action plan, include descriptions of the following:

* a SMART goal (the time frame is a minimum of three weeks)
* how aspects of your well-being will be enhanced by achieving this goal (you should include at least two dimensions of hauora)
* possible barriers that could hinder the achievement of your goal and how you will overcome these barriers
* possible enablers (resources) that could help you achieve your goal
* three or more important and essential actions to be taken (these will make use of enablers and help to overcome barriers) in order to achieve your SMART goal (the actions should be placed in a logical order)
* what you will monitor or measure as you implement your action plan to ensure you are on track to achieve your goal.

For Excellence you need to provide a coherent and well-connected plan that includes critical steps for achieving the health goal.

## Part 2: Implement

You must implement your action plan for a minimum of three weeks.

Record the implementation of your action plan. Keep a progress log as you work through your action plan. Make regular entries in a log that outlines your progress towards your goal. Remember to record any deviations or changes that occurred from your initial plan.

Assessor/educator note: You might need to alter this format and instructions about the progress log if a different log such as a blog or audio/video diary is used by the learners.

Include in your progress log:

* date of the action
* description of what happened
* who or what helped (enablers)
* what problems arose (barriers)
* your thoughts and/or feelings about progress towards your goal.

## Part 3: Evaluate the implementation of your action plan

Using your log entries, present an evaluation that shows critical insight in explanations of:

* actions that were successful and reasons why
* actions that were not so successful and reasons why
* enablers that arose during the implementation process and how you made use of them, or how you made better use of them
* barriers that arose during the implementation process and how they hindered you achieving your goal and/or how you overcame them
* whether you achieved your goal partially, fully, or not at all, and why
* recommendations for future action: what would you do differently or what would you repeat and why
* what you learnt about yourself by taking this action that will help you in the future
* how your well-being has been enhanced by taking this action
* how you will be better prepared to work as an ambulance officer.

Submit all of your completed materials to your assessor/educator including your SMART goal and action plan, progress log and evaluation.

# Resource A

## Challenges for working as an ambulance officer

* an occupation that is physically demanding, for example includes heavy lifting, making decisions quickly and thoughtfully, and being aware of the surroundings
* a potentially dangerous environment, for example car accidents, electrical accidents
* the possibility of work-related injuries , for example muscular-skeletal damage (repetitive strain injury, damage to back/wrists)
* early starts, possibility of extended shift work especially during emergency situations
* fatigue, for example fatigue-related injuries
* environmental conditions, for example weather (heat, cold), accessibility to the patients, road conditions
* limits placed on lifestyle, for example family commitments/responsibilities, leisure activities, socialising
* coping with seriously injured or ill people and death of patients
* coping with people who might be aggressive and not want to be helped
* supporting patients, friends and relatives that are scared, upset or worried.

These questions will help you to determine if your goal is SMART:

* Is it specific? Who is involved? What is to be achieved? When? Where? Why? How? A specific goal will answer all of those questions. Can you describe your goal simply and clearly to your assessor/educator?
* Is it measurable? A goal is measurable if you can measure the results. How will you measure your progress toward your goal? How will you know when you have accomplished that goal?
* Is it achievable and realistic? Do you have the knowledge, skill set, ability, time, resources, or genuine desire and motivation to achieve your goal?
* Is it time-framed? Does your goal have milestones/target dates, including a completion date?

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to take comprehensive action to enhance an aspect of their personal well-being. The learner is required to describe a SMART personal health-related goal, and develop a coherent and well-connected action plan, implement the plan, and show critical insight in their evaluation.The goal they select is to prepare them to better cope with the challenges of working as an ambulance officer, which can be physically, mentally, and emotionally demanding.

# Conditions

All work will be undertaken individually.

Provide guidance to ensure that the learner’s choice of aspect, health-related goal, and possible actions are appropriate, and that the goal reflects the features of SMART goal setting.

The action must be sustained over a minimum of three weeks (21 days).

Regularly view and sign off log entries to monitor progress.

# Resource requirements

Access to the internet (if applicable).

# Additional information

The concept of hauora is used to explore the inter-related aspects of well-being. In health education, hauora is related to the Te Whare Tapa Wha model:

* taha whānau (social well-being)
* taha hinengaro (mental and emotional well-being)
* taha wairua (spiritual well-being)
* taha tinana (physical well-being)

## Well-being/hauora

<http://health.tki.org.nz/Teaching-in-HPE/Curriculum-statement/Underlying-concepts/Well-being-hauora>

## Helping New Zealanders stay well

<https://www.healthed.govt.nz/>

## Health effects of shift work and extended hours of work

<http://oem.bmj.com/content/58/1/68.full>

## The exploration of physical fatigue, sleep and depression in paramedics

<http://www.jephc.com/fullarticle.cfm?content_id=610>

## Healthy work: managing stress in the workplace

<http://www.business.govt.nz/healthandsafetygroup/information-guidance/all-guidance-items/healthy-work-managing-stress-and-fatigue-in-the-workplace-1/stressfatigue.pdf>

# Assessment schedule: Health 90971 – When the going gets tough, the tough take care of themselves

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner takes action to enhance an aspect of personal well-being to be better prepared to work as an ambulance officer by:   * developing and documenting a health-related SMART goal and a workable action plan * implementing the plan for a minimum of 3 weeks * providing some supporting evidence of implementation for aspects of the plan * reflecting on the implementation of the action plan in the evaluation   For example, the learner:   * + Describes a goal: *To improve my level of physical strength within 3 weeks so I am better prepared to lift and support patients. I want to be able to bench press my weight (65 kg).*   + Develops a plan of action: *Get learner gym membership, go to the gym four times a week and do weights, remember to take water bottle with me.*   + Describes possible barriers: *Being too tired to go to the gym, might not have transport. I might have to look after my little brother so I couldn’t go to the gym.*   + Describes possible enablers: *Setting my alarm in the morning and going to bed earlier, meeting Dad after work and going to the gym with him.*   + Provides evidence of implementation: *I went to the gym after the course and completed my programme, Dad came with me today, and this helped a lot.*   + Reflects on the implementation: *Two of the three weeks I went to the gym four times and because of this I am stronger and now I can bench press 63 kg. This is an improvement of 4 kg and I am proud of it. I found it was easier going with Dad because we encouraged each other and it meant I had a lift home. I learnt getting organised, having a routine and sticking to it actually works.*   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner takes detailed action to enhance an aspect of personal well-being to be better prepared to work as an ambulance officer by:   * developing a plan that is coherent, connected, and contains actions/steps that are clearly related to the health goal * providing supporting evidence of implementation of the plan * evaluating the implementation related to the plan   For example, the learner:   * + Describes a goal: *To improve my level of physical strength by going to the gym four times a week for 4 weeks, so I am better prepared to lift and support patients. I want to be able to bench press my weight (65 kg).*   + Develops a detailed plan of action: *Visit the gym and find out the cost of a learner membership, sign up and make an appointment to get a programme, organise my gear each night so am packed and ready to take it to my course, go to the gym four times a week and complete a programme, get a reassessment after 2 weeks to see how I am going and if I can increase the bench press weight.*   + Describes possible barriers: *I might find the membership costs are too expensive and I might not have enough savings to cover it, not getting up early enough in the morning to go to the gym before the course, after a while I might get bored and sick of the same programme and routine.*   + Describes possible enablers: *I could find out if I could pay for a short period of time or a month which would be cheaper – also ask Dad if he will give me a loan if too expensive, organise to go with another person rather than by myself so we can encourage each other.*   + Provides evidence of implementation: *I visited the gym on-site here at the Polytech and found out being a learner means that it is free if I go before 5 pm, so no worry about cost. I went to the gym after the course and completed my programme, my friend from the course who is doing the same goal came with me and this really helps. We have decided we will go together three lunchtimes each week. I had my reassessment today and decided to up my programme and include additional cardio work, the trainer said I am doing really well which really encouraged me.*   + Evaluates the implementation: *Having a set programme meant that I knew what I was doing each time I went to the gym, it gave me a structure and focus. It was good after two weeks to have the reassessment because the trainer made sure I was doing everything right and after a while you can get a little bored with what you are doing – so it was good to have new challenges. For two of the three weeks I went to the gym four times and because of this I am stronger and now can bench press 63 kg. This is an improvement of 4 kg and I am proud of it, and my Dad was impressed by my improvement as well. I found it was easier going with my friend from my course because we encouraged each other to go and we challenged each other. I learnt getting organised, having a routine and sticking to it actually works.*   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner takes comprehensive action to enhance an aspect of personal well-being to be better prepared to work as an ambulance officer by:   * developing a plan that is coherent and well-connected and contains critical actions/steps for achieving the health goal * providing extensive supporting evidence of implementation for all aspects of the plan * showing critical insight in their evaluation of the implementation   For example, the learner:   * + Develops a coherent, well-connected plan that contains critical actions/steps for achieving the health goal. To maximise chances of success key barriers have been included and it has been made clear how the barriers will be overcome. Also details have been included of how enablers will be effectively used to support the goal being achieved. Within the plan, details of resources (human and non-human) that are required are provided. Milestones might be set to be achieved at certain points during implementation.   + Provides detailed and extensive supporting evidence of implementation for all aspects of the plan. The learner shows how reactive he/she is in terms of what is happening and the plan that has been made. For example, if actions/steps are not being effective in terms of achieving the goal then modifications will be made. This could include modifying the set goal and/or actions/steps, finding new enablers to support the actions, or new ways to overcome barriers they encountered.   + Evaluates showing critical insight: *Although my goal was about increasing my physical strength I was surprised about how it affected other areas in my life. What was really positive was that it improved my relationships – I got to know Wiremu from my course a lot better as we went to the gym together and encouraged each other to succeed. At times I might have thought about not going but I knew that he was relying on me, having someone to go with meant that I was more committed. It also brought my Dad and I a bit closer because a couple of times in the weekend we went together and he often asked how I was getting on, which gave us something to talk about and I know he is proud of my commitment and the improvements I have made. Having a programme with the staff at the gym really helped because you knew you were doing the right activities and they changed your programme to keep you motivated and you continued to improve. For this sort of goal, I think you need to make sure your programme is right so you do not injure yourself or get disappointed if you try to add extra weights you are not ready for yet. Having a definite number of times a week you wanted to go was a good idea because it was measurable and realistic with only being four times a week so wasn’t a huge time commitment.*   *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.